

Regent College

**REPORT FROM
THE INSPECTORATE
1998-99**

**THE
FURTHER
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FUNDING
COUNCIL**

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FUNDING COUNCIL**

The Further Education Funding Council (FEFC) has a legal duty to make sure further education in England is properly assessed. The FEFC's inspectorate inspects and reports on each college of further education according to a four-year cycle. It also inspects other further education provision funded by the FEFC. In fulfilling its work programme, the inspectorate assesses and reports nationally on the curriculum, disseminates good practice and advises the FEFC's quality assessment committee.

College inspections are carried out in accordance with the framework and guidelines described in Council Circulars 97/12, 97/13 and 97/22. Inspections seek to validate the data and judgements provided by colleges in self-assessment reports. They involve full-time inspectors and registered part-time inspectors who have knowledge of, and experience in, the work they inspect. A member of the Council's audit service works with inspectors in assessing aspects of governance and management. All colleges are invited to nominate a senior member of their staff to participate in the inspection as a team member.

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Grade Descriptors

Inspectors assess the strengths and weaknesses of each aspect of provision they inspect. Their assessments are set out in the report. They use a five-point scale to summarise the balance between strengths and weaknesses.

The descriptors for the grades are:

- grade 1 – outstanding provision which has many strengths and few weaknesses
- grade 2 – good provision in which the strengths clearly outweigh the weaknesses
- grade 3 – satisfactory provision with strengths but also some weaknesses
- grade 4 – less than satisfactory provision in which the weaknesses clearly outweigh the strengths
- grade 5 – poor provision which has few strengths and many weaknesses.

Audit conclusions are expressed as good, adequate or weak.

Aggregated grades for aspects of cross-college provision and curriculum areas, for colleges inspected during 1997-98, are shown in the following table.

	Grade				
	1	2	3	4	5
	%	%	%	%	%
Curriculum areas	9	60	29	2	-
Cross-college provision	18	54	24	4	-

Source: *Quality and Standards in Further Education in England 1997-98: Chief inspector's annual report*
Sample size: 108 college inspections

Student Achievements

Where data on student achievements appear in tables, levels of achievement are shown in three ways:

- as expected completions, which is the number of initial enrolments on qualifications where the student expected to complete the qualification in a given year. For example, a student on a two-year programme who began their programme in October 1995, would appear in the results for 1996-97 because this is the year in which they expected to complete their qualification
- as a retention rate, which is the percentage of qualifications which the students have completed as expected (or are continuing with the prospect of late completion). For programmes of study of two years or more, retention is calculated across the whole programme, that is, from the start to the end of the qualification
- as an achievement rate, which is the number of qualifications students have fully achieved as a percentage of completed qualifications with a known outcome. Partial achievements are not shown.

Summary

Regent College

East Midlands Region

Inspected March 1999

Regent College is a sixth form college in the city of Leicester. A significant proportion of the students are recruited from disadvantaged areas of the city. The production of its first self-assessment report involved all staff teams. A self-assessment group drawn from a cross-section of college staff and governors played a key role in the moderation of grades which were agreed by governors. The report clearly identified strengths and weaknesses, although in some instances supporting evidence lacked detail. Action plans addressed the identified weaknesses and by the time of the inspection progress had been made in a number of areas. However, not all the weaknesses identified in the last inspection report had been remedied. Inspectors agreed with many judgements in the report but considered that it did not include all the key strengths and weaknesses.

The college offers courses in seven of the 10 programme areas funded by the FEFC. Work in four programme areas was inspected. Aspects of cross-college provision were also inspected. Teaching is good and sometimes outstanding but there remains a small but significant number of unsatisfactory lessons. Teachers give high levels of individual help to students in all curriculum areas. In the weaker lessons, teachers fail to ensure that all students are productively engaged in their studies. Achievements are

good in some business studies and art and design courses. Retention has improved in a range of courses. There is effective support for the personal needs of students, and comprehensive careers advice. Students wishing to progress to higher education receive sound guidance. The accommodation is of high quality and recent changes have created a much improved learning environment. There is good access to high-quality computing facilities. The college has developed a comprehensive quality assurance framework that results in detailed action-planning. The college is well managed. Staff are aware of their roles and responsibilities and communications are effective at all levels across the college. Governors are involved in monitoring the academic performance of the college. The college should address: the poor retention and achievements on some courses; ineffective teaching in some areas; the lack of appropriate diagnostic assessment for some students; the inadequacies in the bookstock; the inconsistent implementation of quality assurance procedures; the lack of use of management information by some managers; and shortcomings in the operation of the committees of the corporation and in monitoring college finances.

The grades awarded as a result of the inspection are given below.

Curriculum area	Grade	Cross-college provision	Grade
Science	4	Support for students	2
Business	2	General resources	2
Art and design	2	Quality assurance	3
Psychology and sociology	3	Governance	4
		Management	2

Context

The College and its Mission

1 Regent College (previously Wyggeston Collegiate Sixth Form College) was established in 1976 as an open access sixth form college on the site of a former girls' grammar school. The college is situated one mile from the centre of Leicester. Leicester is a city with a total population of 294,000 that includes a minority ethnic population of 29%. The overall post-16 participation rate for Leicester is 65%, but there are wide variations between wards. The Leicester Education Authority is tackling this situation through the reorganisation of schools and the creation of action zones. However, the increase of entrants to local colleges with low levels of achievement over recent years represents a substantial challenge.

2 There is little residential property in the immediate vicinity of Regent College, and it draws its students from across the Greater Leicester area and beyond, the majority coming from schools in the city catering for 11 to 16 year olds. Within the immediate area there are two other larger sixth form colleges, three general further education colleges, and a range of schools for 11 to 18 and 14 to 18 year olds. Students have a free choice of post-16 institution and there is intense competition between institutions for school-leavers and adults. In November 1998, there were 896 students enrolled, mainly aged 16 to 19 years old, of whom 719 were full time and 177 were part time. Approximately 80% of students come from minority ethnic backgrounds, and the majority of these students have identified themselves as bilingual.

3 The college specialises in the provision of academic and general vocational programmes for the 16 to 19 age group. The provision consists of 24 general certificate of education advanced level (GCE A level) courses, nine GCE advanced supplementary (AS) courses, 18 general certificate of secondary education (GCSE) courses and a range of complementary general national vocational qualification (GNVQ)

programmes at foundation, intermediate and advanced level. The college has diversified since the last inspection and developed customised training for local employers and an information technology (IT) programme for adults. The majority of the part-time students are enrolled on these programmes. The college is successful in widening participation. Over 50% of students at Regent College live in circumstances described as deprived or severely deprived. This is 10 percentage points higher than any other college in Leicester. One in six students at the college receives financial support towards meals. A significant proportion of students enrolling at the college have performed academically below the national average. Some 50% of students on GNVQ level 3 courses start with literacy at or below level 1 and 75% of students begin level 3 courses with numeracy skills at or below level 1.

4 The recently appointed principal has initiated a review of college priorities that has led to a number of environmental, structural and cultural changes. There has been a reduction in the number of curriculum teams and the roles of the college management team have been reviewed. The college management team comprises the principal, two vice-principals, two heads of division (external and internal), a head of student services and a part-time finance manager. There are 42 full-time equivalent teaching staff and 24 full-time equivalent support staff employed by the college.

5 The college mission has been clarified and restated. The college aims to:

- equip students with useful skills and relevant qualifications
- value the potential of academic and vocational education to enrich lives
- promote achievement in a spirit of responsibility, partnership and co-operation
- welcome students of all backgrounds to a lively multicultural community
- provide a secure yet challenging learning and social environment.

Context

The Inspection

6 The college was inspected during the week beginning 15 March 1999. In planning and carrying out the inspection, the inspection team evaluated the college's self-assessment report and information held by other directorates of the Further Education Funding Council (FEFC). Inspectors used data on students' achievements drawn from the college's individualised student record (ISR) returns to the FEFC for 1996 and 1997. The college submitted data on students' achievements for 1998. These were checked against primary sources such as class registers and pass lists issued by examining and awarding bodies and found to be accurate. The college was notified some two months before the

inspection of the sample of provision to be inspected. The inspection was carried out by 10 inspectors and an auditor working for a total of 41 days. Inspectors held meetings with college governors, managers, staff and students. They consulted representatives of schools, business and community groups and the local training and enterprise council (TEC).

7 The following table shows the grades given to the lessons inspected and the national profile for all colleges inspected in 1997-98. Of the lessons observed 72% were judged to be outstanding or good and 14% were considered unsatisfactory. This compares with the national averages of 65% and 6%, respectively, for all colleges inspected during 1997-98.

Lessons: inspection grades by programme of study

Programme	Grade					Totals
	1	2	3	4	5	
GCE A/AS level	7	11	5	2	0	25
GCSE	0	5	0	1	0	6
GNVQ	1	4	1	2	0	8
Other	1	2	0	1	0	4
Total (No.)	9	22	6	6	0	43
Total (%)	21	51	14	14	0	100
National average, all inspected colleges 1997-98 (%)	19	46	29	6	0	100

Source for national average: *Quality and Standards in Further Education in England 1997-98: Chief inspector's annual report*

Context

8 The following table shows the attendance rates in the lessons observed and the national average for all colleges inspected in 1997-98.

Attendance rates in lessons observed

	Average number of students	Average attendance (%)
Regent College	12.7	81
National average, all inspected colleges 1997-98	10.4	77

Source for national average: Quality and Standards in Further Education in England 1997-98: Chief inspector's annual report

Curriculum Areas

Science

Grade 4

9 Inspectors observed 11 lessons covering the science provision of GCE A levels, GCSEs and science modules in the access to higher education course. Inspectors agreed with many of the findings of the self-assessment report. They also identified some important additional weaknesses.

Key strengths

- well-planned courses and detailed schemes of work
- a broad range of subject support strategies for students
- attractive, well-maintained laboratories and a good range of resources
- good retention rates on some courses

Weaknesses

- poor achievements on GCE A level courses
- lack of systematic lesson planning
- ineffective teaching and classroom management in some lessons
- overgenerous marking of some students' work

10 The college provides GCE A level courses in biology, chemistry, physics and electronics and GCSE courses in science and electronics. There are also opportunities to obtain GCE AS passes in some subjects. An access to science programme affords a route to higher education for adults and recruits steadily. Overall, student enrolments have remained steady over the past three years with some decrease on GCSE courses and an increase at GCE A level in biology and chemistry. Numbers enrolled on GCE A level physics have declined, reflecting the position nationally. Attempts to introduce GNVQs in science in previous years have failed

to attract sufficient students to start the course. The college continues to market this course vigorously.

11 The recent introduction of modular GCE A level syllabuses has resulted in the extensive revision of schemes of work which are detailed and conform to a common pattern. The science teachers have worked effectively as a team in planning their courses. Teachers do not follow a consistent approach to lesson planning and there is a lack of emphasis on students' learning needs and little acknowledgement of their previous experience in science. Inspectors agreed with the self-assessment report that relationships between teachers and students are good. Teachers endeavour to promote students' competence and confidence. However, in a number of lessons teachers failed to set work which was sufficiently demanding while in others they did not ensure that all the students participated in the activities. In a practical investigation the groups were so large that some of the students passed time unproductively for much of the lesson. In another lesson, the teacher's poor organisation of the equipment led to overcrowding in corners of the laboratory. Students generally respond enthusiastically to questions but teachers do not always ensure that all students are encouraged to respond. In some cases, insufficient attention is given to the systematic improvement of students' practical skills. There is appropriate attention to safe working in practical science lessons. These weaknesses in teaching and learning were not identified in the self-assessment report.

12 A variety of arrangements to support students in their studies have been introduced recently, including help with numeracy and communication. These are valued by students, but their take-up and impact have yet to be evaluated systematically. Most students' files are well organised. Work for students is set regularly and usually marked and returned promptly. On occasions, students' work is marked overgenerously. The presentation of

Curriculum Areas

some assignments and coursework is of a high standard and makes extensive use of IT.

13 As the self-assessment report identified, laboratories are well resourced and provide an attractive working environment for science teaching. There are stimulating displays of materials, including examples of students' work. One laboratory has been converted to a study centre for students. It includes a range of texts, magazines and other materials. Teachers are well qualified with a range of teaching and industrial experience. They participate in a range of relevant staff development events.

14 Retention rates on some courses are good. The self-assessment report recognised that examination results at GCE A level are poor. No subject has achieved pass rates at the national average for sixth form colleges in the past three years and in 1998 the pass rates in all three sciences were below 50% compared with 90% nationally in each case. Less than 15% of students achieve passes at the higher

grades of A to C compared with the proportion nationally of between 56% and 63%. The college uses a system for comparing students' final grades at GCE A level with predicted GCE A level grades based on the points scored at GCSE (value added). The value added to students' achievements for 1998 in science show the college to be in the bottom 15% nationally for biology, chemistry and physics. The science team has implemented many changes in an attempt to improve achievements on these courses. While there is some indication of improvement in some of the modular examinations taken recently by students, it is too early to be certain that this will be reflected in overall GCE A level achievements. Pass rates on GCSE courses showed an improvement in 1998 and were comparable to the national average for sixth form colleges. All students who completed the access course obtained an award and a high proportion progressed to related higher education courses.

A summary of achievement and retention rates in science, 1996 to 1998

Type of qualification	Level	Numbers and outcome	Completion year		
			1996	1997	1998
GCSE biology	2	Expected completions	18	18	18
		Retention (%)	67	67	83
		Achievement (%)	33	33	40
GCSE science	2	Expected completions	83	81	62
		Retention (%)	69	61	100
		Achievement (%)	63	29	55
GCE A level biology	3	Expected completions	36	59	51
		Retention (%)	83	74	71
		Achievement (%)	67	61	42
GCE A level chemistry	3	Expected completions	31	36	42
		Retention (%)	90	89	74
		Achievement (%)	54	56	35
GCE A level physics	3	Expected completions	26	19	15
		Retention (%)	88	84	100
		Achievement (%)	43	56	40

Source: ISR (1996 and 1997), college (1998)

Curriculum Areas

Business

Grade 2

15 Inspectors observed 11 lessons in business studies and accounting. Inspectors agreed with many of the judgements in the college's self-assessment report but found that some strengths and weaknesses had not been identified.

Key strengths

- the variety of effective teaching methods
- the high level and quality of individual attention for students in lessons
- the good quality of portfolio evidence from candidates on the national vocational qualification (NVQ) course
- effective use of IT by students
- good course planning, schemes of work and sharing of resources
- high achievements on business studies programmes

Weaknesses

- poor punctuality on most programmes
- declining pass rates in accounting
- some lesson plans of poor quality
- some dated teaching material
- poor development of key skills on some courses

16 The college offers a range of business courses that includes GCSEs, GCE A levels and GNVQs which cater mainly for school-leavers. The self-assessment report drew attention to the success of the NVQ programme in administration which is provided for a large local company. This course was developed in response to an issue raised in the last FEFC inspection report. It is delivered entirely on the employer's premises and the quality of portfolio support provided by teaching staff is a key strength. Courses are well organised and effectively managed. Monthly team meetings

review course planning and the progress made towards achieving the college targets for retention and attendance. Course reviews result in action plans that address issues such as achievement rates. There has been concerted action on GCSE and GCE A level accounting courses, where the results have been poor, in an effort to bring out improvement.

17 The quality of most teaching is good. In the majority of lessons the students experienced a variety of appropriate activities which stimulated them and encouraged their involvement. This strength was recognised in the self-assessment report. The GNVQ intermediate and advanced courses include a period of well-planned work experience which is linked to a range of learning activities in the college. In one GCE A level lesson students gave presentations on plans for establishing a business. In a GCSE revision lesson, effective use was made of questions to maintain students' attention and consolidate their understanding. Key skills in GNVQ programmes are, in most cases, effectively taught in a way which acknowledges the different abilities of students in the group. However, this good practice does not extend to all key skills teaching. For example, the college acknowledged in its self-assessment report that the development of students' key skills on GCE A level courses is still underdeveloped.

18 Most lessons were supported by a lesson plan but some of these were of poor quality and not very useful. While some plans clearly identified learning objectives and learning activities which were shared with the students at the outset of the lesson, in others there was a lack of detail and students were not given an overview of the content of the lesson. Some lessons were adversely affected by students' poor punctuality. The self-assessment report did not acknowledge these weaknesses.

19 The self-assessment report acknowledged the good relations between staff and students. It does not specifically identify the high quality of individual attention provided for students in

Curriculum Areas

lessons, or the good accessibility of their tutors outside formal timetabled lessons. The self-assessment report drew attention to the high levels of students' satisfaction with the provision and inspectors found evidence to support this. Staff monitor carefully the performance of students throughout their course and suggest appropriate action plans. Assignments are carefully marked and teachers provide helpful written comments.

20 The business studies suite of classrooms provides a pleasant, well-maintained and light environment in which to work, although some lessons were affected by extraneous noise from the corridor. Rooms contain relevant and modern wall displays and some students have access to stocks of modern textbooks. Business studies students make good use of CD-ROM and internet facilities for research. Their

assignments and presentations often reflect effective use of modern software packages. Teachers co-operate in the production and sharing of learning material although, in a few cases, the material is dated. For example, in one assignment, the provided data on overseas trade did not reflect the current trading position.

21 Students pass rates in GCSE and GCE A level business studies have risen to above the national average for sixth form colleges in 1998. The performance of GCE A level business studies students shows value-added gains in comparison with their previous performance. In contrast, recent performance in accounting has been a cause for serious concern. GNVQ portfolios are untidy. However, the portfolios produced by NVQ candidates for administration at levels 3 and 4 are of an extremely high standard.

A summary of achievement and retention rates in business, 1996 to 1998

Type of qualification	Level	Numbers and outcome	Completion year		
			1996	1997	1998
GNVQ foundation business	1	Expected completions	*	9	13
		Retention (%)	*	64	72
		Achievement (%)	*	33	62
GNVQ intermediate business	2	Expected completions	39	38	44
		Retention (%)	64	62	94
		Achievement (%)	79	97	89
GCSE business studies and accounts	2	Expected completions	41	37	39
		Retention (%)	71	64	80
		Achievement (%)	56	47	58
GCE A level accounts	3	Expected completions	*	12	18
		Retention (%)	*	68	78
		Achievement (%)	*	83	31
GCE A level business studies (two year)	3	Expected completions	40	33	27
		Retention (%)	77	69	73
		Achievement (%)	78	85	88
GNVQ advanced business	3	Expected completions	13	26	32
		Retention (%)	93	77	76
		Achievement (%)	100	81	83

Source: ISR (1996 and 1997), college (1998)
*not offered

Curriculum Areas

Art and Design

Grade 2

22 Ten lessons were observed covering the full range of art and design programmes offered by the college. Inspectors agreed with much of the self-assessment report but considered that it was lacking in detail. Inspectors identified several strengths and weaknesses not included in the report.

Key strengths

- effective emphasis given to preparatory studies and evaluation
- consistently good individual teaching
- thorough, effective assessment of students' work
- informative and clear project briefs
- high standard of students' portfolios and sketchbooks
- high pass rates for students completing their studies

Weaknesses

- poor management of learning in groups mixed by course and level of study
- poor retention on some two-year programmes

23 The college's provision in art and design comprises full-time programmes in GNVQ at intermediate and advanced level, GCE A level photography, fine art and graphics and GCSE art and photography. The staff work as a cohesive team and have devised a series of innovative projects and associated assessment criteria. Documentation for monitoring students' progress is effective and is used across all the courses. The team operates an open access policy for resources. Students are encouraged to use the specialist facilities during their private study time. This strength was identified in the team's self-assessment report. The students confirm that this enriches their main learning programme and is valuable in helping them to

prepare portfolios when applying for further courses. A high number of students progress to further study in art and design. The team are not yet making full use of available student data or setting targets for improvement.

24 Schemes of work are detailed and result in clear, informative and exciting project briefs. Individual tuition and the promotion of individual learning was consistently good across all lessons. In all projects and tuition there was an emphasis on preparatory studies and the evaluation of work. This resulted in some excellent visual research and a progressive build up of ideas. The majority of the preparatory work was innovative and original and executed in a variety of two-dimensional and three-dimensional media. This key strength was not recognised fully in the self-assessment report. Many projects contain an element of critical and theoretical studies leading to a broad understanding of the history of art and design. The works of several artists and designers were studied in detail. The integrated approach adopted to the history of art was recognised as a strength in the self-assessment.

25 The assessment of students' work was thorough, regular and accurate. The written feedback provided was critical but also supportive. Students were enthusiastic about their studies and were able to discuss their work with confidence. There was an excellent rapport between the tutors and students promoting a professional and productive learning environment that was recognised in the self-assessment. During lessons, opportunities for group learning were missed. Learning points arising from the individual tuition were not shared with the group and there were few group critiques or shared self-evaluation. In lessons where there were students from a range of courses and levels of study, students were often left waiting for assistance from the teacher and, as a result, their progress was often slow. This was not acknowledged in the self-assessment report.

Curriculum Areas

26 The accommodation is meticulously maintained and the space is well organised to create a professional learning environment. The staff have designated areas for particular specialist activities. For example, for photography there is a wet area, studio space with portable lighting and a well-equipped dark room. The painting studios and the graphic design studio are well equipped. Students' work, stimulating visual material and information are displayed in all areas. The library resources are much improved since the last inspection. There is a good bookstock, appropriate periodicals and adequate internet access.

27 Inspectors agreed with the college's judgement that students' achievements on the

majority of courses are a major strength. On GCE A level courses, students' achievements are much better than could have been predicted from their previous achievements, indicating high levels of value added. Achievements in GCE A level and GCSE are either at or above the national average. Some of the drawing and painting is excellent, particularly on the GCE A level fine art and graphics courses. Progression to specialist art and design courses is good. Since the self-assessment report was compiled there has been a marked improvement in the pass rates on the GNVQ external tests. The self-assessment report did not recognise the significance of the retention rates some of which are well below the national benchmarks as recorded by the FEFC.

A summary of achievement and retention rates in art and design, 1996 to 1998

Type of qualification	Level	Numbers and outcome	Completion year		
			1996	1997	1998
GNVQ intermediate	2	Expected completions	*	14	11
		Retention (%)	*	57	73
		Achievement (%)	*	71	25
GCSE fine art	2	Expected completions	9	17	15
		Retention (%)	67	53	87
		Achievement (%)	100	100	100
GCSE photography	2	Expected completions	20	17	17
		Retention (%)	65	65	88
		Achievement (%)	100	100	100
GCE A level fine art	3	Expected completions	10	18	15
		Retention (%)	100	33	67
		Achievement (%)	100	100	89
GCE A level graphic design	3	Expected completions	12	20	28
		Retention (%)	100	80	65
		Achievement (%)	92	94	100
GCE A level photography	3	Expected completions	11	18	25
		Retention (%)	55	50	44
		Achievement (%)	100	100	83

Source: ISR (1996 and 1997), college (1998)

*not offered

Curriculum Areas

Psychology and Sociology

Grade 3

28 Eleven lessons were observed at GCE A level and GCSE covering psychology and sociology. Inspectors agreed with many of the strengths and weaknesses identified for psychology and sociology in the self-assessment report section on social sciences but also identified additional strengths and weaknesses.

Key strengths

- good retention rates on many courses in 1998
- high-quality teaching
- detailed schemes of work with references to key skills development
- wide range of resources to support learning
- good opportunities for learning support

Weaknesses

- general decline in achievement leading to poor results at GCE A level and GCSE in 1998
- poor punctuality in many lessons
- insufficient collaboration between teachers of different subjects
- poor curriculum planning and management on some courses

29 Course teams have made good progress in developing GCE A level schemes of work that also identify how key skills will be developed. However, some lesson plans are poor and lack detail and half-termly records of students' progress were not completed for all subjects. Some teachers do not use the agreed marking procedures which are designed to provide high-quality feedback to students on their written work. There is little sharing of resources between subjects. The self-assessment report did not identify these weaknesses.

30 Inspectors agreed with the self-assessment report that teaching and learning is a strength. Of the 11 lessons observed, nine were judged to be good or outstanding. In the majority of lessons, the aims and objectives were shared with the students. Teachers used a broad variety of appropriate learning activities in most lessons. Students responded with enthusiasm. In a sociology lesson on crime and deviance, students enjoyed role-assumption exercises and effectively used the key skills of communication, analysis, evaluation and decision-making. However, poor punctuality is a common feature in many lessons and, on occasions, it adversely influenced the progress made by students.

31 The learning support provided for students within the subject area is a strength which was not identified in the self-assessment report. In addition to the timetabled support that is available, students can obtain support informally by 'dropping-in' to the social studies resource area. Staff give generous time to this as well as using opportunities in specialist lessons to provide individual support.

32 Good progress has been made in improving the quality and range of resources to support learning. The accommodation consists of a suite of rooms which provides a stimulating learning environment. There are comfortably furnished multipurpose rooms, where students' work is displayed. A series of good-quality student workbooks specific to syllabus topics is available within the resources room. Other resources include a developing bank of learning material which is used to provide more demanding work for the more able students. Good links exist with the college resources centre and there has been a significant increase in spending on the library books for psychology and sociology over the last two years. The acquisition of two cared-for rats as a resource in psychology is innovative. All full-time teaching staff have specialist qualifications in their subjects and these are used effectively in teaching.

Curriculum Areas

33 Most students' work shows improvements over time in essay construction and presentation. The best examples are of good quality but much of the work is only adequate. Action has been taken to improve retention rates and some are now significantly above college targets. College data for the current year indicate sustained improvements, particularly at GCSE level. Attendance is less good. In the period from September 1998 to mid-March 1999 only one of 15 teaching groups achieved the internal college target of 85% for attendance. The national average is 77%.

34 The college recognises that the GCSE and GCE A level programmes in psychology and sociology are not the most suitable programmes for all students applying to study them. Alternative GNVQ programmes in health and social care have been introduced and offered to students. The results on these programmes have generally been good. In spite of this

strategy, there has been a decline in achievement at GCSE and GCE A levels in psychology and sociology over the last three years leading to poor 1998 results. With the exception of GCSE psychology, achievements have fallen to below the national average for sixth form colleges. For example, in GCE A level psychology, pass rates have fallen from 85% in 1996 to 65% in 1998. A value-added analysis of students' performance in GCE A level subjects also shows a decline between 1997 and 1998. The poor results for 1998 were identified as a weakness in the self-assessment report. An analysis of examination results has been made by the college and appropriate action has been identified. Students have a clear understanding of internal and external progression routes open to them. In 1998, between 75% and 80% of students studying psychology or sociology as one of their GCE A levels went on to higher education.

A summary of achievement and retention rates in psychology and sociology, 1996 to 1998

Type of qualification	Level	Numbers and outcome	Completion year		
			1996	1997	1998
GCSE courses in psychology and sociology	2	Expected completions	70	92	80
		Retention (%)	77	58	86
		Achievement (%)	76	54	51
GCE A/AS level courses in psychology and sociology (one year)	3	Expected completions	29	60	13
		Retention (%)	90	77	100
		Achievement (%)	85	76	69
GCE A level courses in psychology and sociology (two year)	3	Expected completions	165	116	109
		Retention (%)	87	67	75
		Achievement (%)	81	88	67

Source: ISR (1996 and 1997), college (1998)

Cross-college Provision

Support for Students

Grade 2

35 Inspectors agreed with most of the strengths identified in the self-assessment report, although some were overstated. The college has made progress on a number of areas of weakness identified in its self-assessment.

Key strengths

- good pre-entry guidance and efficient admissions procedures
- supportive induction programme
- well-established and comprehensive careers and higher education guidance
- effective support for the personal needs of individual students

Weaknesses

- inadequate diagnostic assessment of learning support needs for advanced level students
- insufficient level of learning support

36 The college provides comprehensive pre-entry guidance and has efficient admissions procedures. Inspectors agreed with the self-assessment that there is high-quality publicity material including an attractive prospectus. A range of 'taster' days and other events provide information and advice to prospective students. There are effective links with feeder schools. Applications are closely monitored through the admissions system. The self-assessment report recognised the effectiveness of admissions procedures and the adherence to appropriate standards set out in the college charter. These strengths are endorsed by students, and staff of feeder schools.

37 The quality of induction was identified in the self-assessment report as a weakness. Subsequent action has resulted in a much improved induction experience for the students.

Students speak highly of the welcome and initial guidance arrangements at the college.

Reception tutors, a recently created role, welcome students into the college. Students stay in friendship groups from their previous schools during their initial tutorials and then transfer into their personal tutor groups. An informative and well-produced student handbook provides details of all student services.

38 Inspectors did not fully agree with the college's self-assessment that the identification of students' learning support needs and subsequent monitoring and evaluation is effective. There is good liaison with schools to ensure that information on students' language and learning needs is passed to the college. All students entering the college undertake a screening test to identify those in need of help with literacy and numeracy. However, there are delays in taking action on the screening test results. There is no systematic diagnostic assessment for advanced level students but there are some localised arrangements to identify individual support needs for specific subjects and courses. Additional support is also triggered for GCE A level students after mock examinations in December of their second year, for those achieving less than 30%. The college identified that some 50% of all students were in need of learning support in 1998-99.

39 In its self-assessment the college identified weaknesses in the delivery of appropriate learning support. The college has improved the resources available and the systems for formal support. Despite these improvements only half the students identified through the initial screening tests receive formally monitored support. Inspectors identified as a strength the learning support provided by teachers in subject areas. However, there is no co-ordination with the centrally provided support or monitoring of this provision. Inspectors agreed with the college that there is a well-developed process for identifying and responding to the needs of students with learning difficulties and/or disabilities.

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40 An action plan to improve tutorials was implemented in the 1998-99 academic year in response to the significant weaknesses in the tutorial programme identified in the college's self-assessment. This led to significant changes in the structure and content of the programme. Inspectors recognised that improvements had been made to the tutorial programme but it is too early to evaluate their effectiveness fully. There is an appropriate focus in tutorials on attendance and progress monitoring, including regular individual interviews with students. Inspectors found that not all tutors applied the standard procedures for monitoring students' attendance and progress effectively. All students participate in an interesting and stimulating range of challenges through an Award Scheme Development and Accreditation Network award programme. These awards provide opportunities for personal and key skills development, and students value these challenges as evidence of additional study to support their university applications.

41 As the self-assessment report indicated there is well-established and comprehensive provision for careers and higher education guidance. An effective working relationship has been established with Leicestershire Careers and Guidance Services. There is a well-stocked careers library and information available on the college computer network. Careers modules are available through the Award Scheme Development and Accreditation Network scheme. Visiting speakers are invited to the college. There is a work experience programme for non-GNVQ students. As the college recognises, only a few students take advantage of this scheme. Students are given appropriate guidance and support in their applications for higher education courses. Students on two-year advanced courses can gain an award that contributes to the entry requirements for local universities through the Leicestershire Progression Accord.

42 There is a range of effective support for the personal needs of individual students. This was recognised in the self-assessment report. Personal and subject tutors provide valuable support and guidance. When necessary, the college buys in the services of qualified counsellors and refers students to other agencies. The student development officer is available to deal with advice and guidance on a wide range of matters. There is close contact with parents, who are kept informed of their children's progress and invited to consultation evenings. Letters home can be translated into community languages where necessary. The college sends a letter to all students and their parents requesting their views on a weekly act of collective worship. There have been no requests for such acts. Facilities for prayer and worship are provided on request. For example, Muslim students are provided with appropriate prayer facilities.

43 There has been significant recent improvement in the recreational facilities available to students. Students speak enthusiastically about the facilities which now exist. There is a very active student union which has developed a number of activities, including charity fund-raising. The executive of the union liaises regularly with the college management team and governors.

General Resources

Grade 2

44 Inspectors agreed with the strengths identified by the college but did not consider all of them to be key strengths. Many weaknesses had been rectified by the time of the inspection.

Key strengths

- the high-quality and much improved environment for learning

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- the centrally located and modern resource centre
- good access to the high-quality computing facilities
- premises effectively and efficiently maintained

Weaknesses

- some inadequacies in resources for learning
- poor access for wheelchair users

45 The college is on a single site of 12 acres. The main building has two storeys and a basement area. The grounds have sports facilities, car parks, ornamental gardens, substantial underground shelters and a two-storey lodge house. Entrance to the college buildings is controlled through a single entrance. Security staff and well-sited security cameras ensure a safe learning environment. As noted in the self-assessment, there is poor access for wheelchair users. They cannot enter through the main reception or move between floors.

46 The strategic plan overview for the years 1997 to 2000 identifies specific strategic objectives for developing the general resources. These have been broken down into detailed operating statements. As recognised in the self-assessment, the accommodation has been much improved. In 1997, a major building project produced a number of changes including a new reception area, a resource centre and an IT suite. Some of the more recent changes have addressed weaknesses identified in the self-assessment report. The changes include a silent study area in the resource centre, the creation of a number of subject suites, and a courtyard garden area. Corridors have been carpeted. Students' work and other display material have been used extensively in circulation and teaching areas to exemplify good practice. Some noise penetrates into classrooms from the

corridors and some rooms can be uncomfortably warm. These minor weaknesses were not identified in the self-assessment. Teaching staff are accommodated in subject team rooms. The basement area has been extensively refurbished to provide the student common room, staff common room, the refectory and student recreation areas. Administration staff accommodation has been refurbished to provide a modern working environment, as noted in the self-assessment.

47 The resource centre is located centrally. It was refurbished in 1997 and inspectors agreed with the college that it provides an attractive and up-to-date resource centre. It is open from 08.30 to 16.00 hours from Monday to Friday. Funding for learning resources has been £15,000 for the last two years; a considerable increase on previous years. The main study spaces and the computer workstations are crowded at times. The bookstock has been improved recently, although it is not extensive overall and needs further improvement in some areas, as noted in the self-assessment. The computerised book catalogue is available on all computers in the library. The centre is well stocked with journals and videos and audio cassettes. Liaison between the resource centre staff and subject team leaders is developing.

48 Access to computing resources which are of industrial standard is good, as noted in the self-assessment. There are 106 modern computer workstations linked to the college network that are available throughout the teaching day. Computer suites are suitably dispersed throughout the college. Most are timetabled for classes. Any unoccupied workstations in the computing rooms and all the workstations in the resource centre are available for students' use at any time. An appropriate range of commercial and other specialist software is available. Students have suitable access to the internet. There are high-quality laser printing facilities in all computing rooms with no restrictions on the number of copies

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made. Investment in IT has concentrated on expanding the existing provision. There is no planned replacement cycle for computers.

49 As stated in the accommodation strategy, an annual maintenance programme has been planned. Premises running costs are low compared with sector college norms, as identified in the self-assessment. The buildings are in good condition and no major repairs are required. Building premises staff carry out minor maintenance work. Approved contractors are used for major works. Maintenance of the college grounds is contracted out. Cleaning staff are employed by the college. A space utilisation survey was carried out in November 1997 but was not repeated in 1998. The space utilisation is approximately 40%. The college is in the middle third of colleges for its use of floor area. There is a higher than average amount of circulation space. Classes for adults have extended the use of some of the accommodation into two evenings a week.

50 There are outdoor and indoor recreation areas for students. Outdoor facilities include playing fields, all-weather tennis courts, and basketball and netball courts. Indoor facilities include a fitness suite, two activity rooms and changing rooms. Outdoor cricket pitches are hired on a nearby sports field. The dining room is open for most of the college day. Hot meals are served at lunch times.

Quality Assurance

Grade 3

51 Inspectors agreed with most of the strengths and weaknesses identified in the self-assessment report. Some of the weaknesses identified had been addressed by the time of the inspection. Inspectors identified additional strengths but also some additional key weaknesses.

Key strengths

- comprehensive quality assurance framework covering all aspects of college operations
- effective systems for gathering students' views to inform curriculum planning
- thorough analysis of students' achievements
- rigorous action-planning for improvement resulting from self-assessment

Weaknesses

- failure of some areas to implement quality assurance procedures fully
- lack of rigour of some course reviews
- little use of performance indicators and target-setting in some course reviews

52 Inspectors agreed with the college that a comprehensive quality assurance framework that covers all aspects of college activity has been developed and introduced. The college also recognises that the implementation of quality assurance procedures is not fully effective across all areas of the college. There are service standards, targets and performance indicators for all the college central services. The college has an award winning charter. College performance against its charter commitments is monitored.

53 The college produced its first self-assessment report in preparation for the inspection. A self-assessment group developed the procedures for self-assessment. The group benefited from the views of a cross-section of staff from both teaching and administrative and support teams. The group played a key verification role in the production of the report and the moderation of grades. All team leaders were interviewed by the group. Each had to justify the strengths and weaknesses identified and provide evidence to support judgements.

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The grades were agreed by the corporation. As the college indicated in its self-assessment report, staff understand the quality assurance cycle and the respective roles of the self-assessment group and subject teams in the production of the report and in action-planning.

54 The framework for self-assessment embraces some existing procedures for reviewing students' performance. The college recognised as a strength that it has well-developed and effective systems for gathering students' views to inform planning. There is an annual survey of students' perceptions of the college which focuses on cross-college issues and resources. A thorough analysis is made of the college survey. Results are set against the previous five years' responses. The analysis is accompanied by a useful commentary. The college has also established practices for the thorough analysis of students' achievements and retention against national benchmarking data produced by the FEFC. These practices were not identified as strengths in the self-assessment report.

55 There are a number of different elements that contribute to the reviews of courses and their assessment. Individual subject teams use questionnaires to gather students' opinions on the quality of the teaching and learning of individual subjects. Analysis is undertaken of examination pass rates and retention. Teaching teams also assess the value added to students' performance. The use of the value-added analysis was extended in September 1998 to monitor individual students' progress during their course. A comprehensive programme of peer classroom observation has been introduced with the aim of informing self-assessment. The tick box format of the observation form used does not encourage the identification of strengths and weaknesses or the making of an overall judgement on quality. No grades are awarded. Not all teams produced an overall analysis of the observations to identify common key strengths and weaknesses in their subject

area. There is no clear monitoring system to ensure that all teaching teams review their performance in a systematic and consistent way. This has resulted in considerable variation in the rigour with which course reviews are undertaken. This weakness was not identified in the self-assessment report.

56 Rigorous action-planning for improvement has resulted from the self-assessment process. Subject and cross-college action plans are clear. They identify the staff responsible for taking action, set time limits and indicate milestones for reviewing progress. Some of the weaknesses identified in the self-assessment report had been successfully remedied by the time of the inspection. It is still too early to say whether the actions taken will result in improvements in students' achievements. Course reviews and subject action plans make little use of performance indicators and target-setting for quality improvement. Measuring performance against specific indicators and targets is not undertaken in course reviews. There are college-wide targets for the improvement of attendance, retention and achievement but individual teams do not set specific targets for their subjects.

57 There is good provision for staff development for all staff. The training plan has clear priorities for the academic year which are linked to the strategic plan and operational plans. There is an extensive programme of internal staff development clearly focused on the priorities. Included in the priorities is the updating of staff on curriculum content and improving the quality of teaching and learning. There is effective induction of new staff. Staff development for support and administrative staff is readily available. There is an established system for the appraisal of teaching staff which includes using evidence from students and staff. However, the college has been slow to introduce appraisal for support and administrative staff. This is being piloted during 1999.

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Governance

Grade 4

58 Inspectors agreed with most of the strengths and weaknesses identified in the college's self-assessment report. However, several important weaknesses were overlooked. The self-assessment report did not cover all of the relevant statements on quality for governance.

Key strengths

- high level of attendance at corporation meetings
- active involvement in revising the mission statement and in strategic planning
- comprehensive monitoring of the academic performance of the college
- good working relationships with senior management

Weaknesses

- no formal governor training programme
- inappropriate membership on one committee
- ineffective operation of some committees
- ineffective procedures for the appointment of new governors
- inadequate monitoring of college finances

59 The corporation has a membership of 20 drawn from local businesses, the community, the local authority and college staff. Two student observers also attend. There is a balance of long-serving and recently-appointed governors. There are currently three vacancies. Six of the governors are women and three, including two recent appointments, are from minority ethnic groups. The range of governors' business and educational experience is a strength. There has been no formal skills audit but governors recognise the need for a governor

with accountancy experience. The need to recruit more governors from the minority ethnic groups was identified in the self-assessment report.

60 The corporation met four times in the last year. Governors have a clear understanding of the distinction between governance and management. Attendance at corporation meetings is high. The corporation recently put in place policies for openness and accountability. It has approved a code of conduct for governors and standing orders for the conduct of its business. The register of interests is open to public scrutiny and has been completed by governors and college staff who have significant financial responsibility. Agendas and minutes are produced to an appropriate standard and are available and held in the college library. The clerkship of the corporation has recently changed.

61 As recognised in the self-assessment report, there is no formal induction programme for new governors, although all new governors receive an induction manual. Governors rely on papers presented at the termly corporation meeting for information about developments in the sector. There has been no review of governor training requirements. These weaknesses were highlighted in the 1995 inspection report.

62 The FEFC's audit service concludes that, within the scope of its assessment, the governance of the college is weak. The corporation does not substantially conduct its business in accordance with the instrument and articles of government. It also does not substantially fulfil its responsibilities under the financial memorandum with the FEFC.

63 The corporation has seven committees, some of which have inappropriate terms of reference. This issue was identified in the 1995 inspection report. The operation of key committees is ineffective. Most of these committees meet too infrequently. For instance, the meetings of the finance and general

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purposes committee are not appropriately timed to allow their conclusions to influence recommendations to the corporation. The membership of this committee is in breach of the articles of government by having staff governors as members. The audit committee did not meet between March and December 1998. This committee did not consider the 1997-98 internal audit plans or the internal and external audit reports before the college's financial statements were approved by the corporation. The search committee has met only once in the last year during a period when there were five resignations of governors. The procedures for the appointment of new governors are not used effectively. These weaknesses were not recognised in the self-assessment report.

64 Governors have agreed that the college should break even financially on its operations. The college's management accounts have been distributed to all governors since October 1998. The finance and general purposes committee did not consider the management accounts or the college's annual budget for 1998-99 adequately at its meetings. Details of the college's operating deficit in 1997-98 were not formally reported to governors until November 1998, when the college's financial statements were presented to the corporation. The college's three-year financial forecast for 1998 to 2001 was tabled to a meeting of the corporation. Figures in the forecast did not agree with the annual budget considered at the same meeting of the corporation. Weaknesses in governors' monitoring of finances were not identified in the self-assessment report.

65 The corporation understands its role in determining the character and strategic direction of the college. It played an active part in revising the college's mission. The corporation has approved the operational statements for 1998-99 and is developing a wide range of performance indicators. Governors have established a teaching and

learning committee to review the curriculum and monitor the academic performance of the college but this committee has yet to meet this year. Details of student retention and actual and predicted achievement rates, including value-added analyses, are discussed by the corporation and compared with benchmarks for comparable colleges and the rest of the sector. Governors play an active part in the group which recommended the proposed self-assessment grades to the corporation. There is a good working relationship between the corporation and senior management. The termly 'College Forum' meetings attended by some governors provide effective briefings on the current position of the college on a wide range of topics.

66 The arrangements for the appointment of the new principal a year ago were in accordance with best practice. His job description has been amended recently. There is no formal system for the appraisal of the principal.

Management

Grade 2

67 The self-assessment report provided a robust assessment of the management of the college. Inspectors found that a number of key weaknesses had already been addressed. Inspectors also found both strengths and weakness not identified by the college.

Key strengths

- strong and effective leadership
- the clear organisational structure
- effective and improving communication
- a well-developed management information system
- well-researched and structured strategic plan and operating statements
- the strong emphasis on the quality of teaching and learning

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- growing responsiveness to external opportunities

Weaknesses

- lack of use of management information systems by some managers
- lack of timescales for some targets
- inadequacies in maintaining full records of meetings
- lack of document controls for college policies

68 The college has strong and effective leadership. The seven members of the management team work well together and provide energetic direction. They share a common vision and strategy and are perceived by staff as supportive. Management meetings are well conducted. Members receive monthly reports on key performance areas such as income and expenditure, units of funding and student numbers. Minutes record accountability for action and timescales. They are signed as a true record in the minute book but supporting papers are not kept with these. This reduces the overall effectiveness of the process. This was not identified in the self-assessment report.

69 The FEFC's audit service concludes that, within the scope of its review, the college's financial management is adequate. The college finance team has appropriate qualifications and experience. The college accountant is a member of the college management team. Budget reports and management accounts are prepared in a timely manner and presented monthly. The management accounts do not include a detailed cashflow forecast beyond the year end. The latest out-turn forecasts of the income and expenditure statement and balance sheet are also not given. There is a limited set of financial performance indicators included within the operating plans but performance against the indicators is not reported. Internal auditors and external auditors for 1998-99 were appointed well after the start of the year. In their 1997-98

annual reports the college's internal and external auditors have not raised any significant weaknesses in the college's internal control system.

70 The present management structure came into being during 1998. The self-assessment report identified the revised structure as a strength, enabling the college to manage its planned development effectively and inspectors agreed. Members of the senior management team have been given responsibility for income generation and for the further development of student services. The role of curriculum team leaders has also been strengthened with direct reporting to a vice-principal and regular meetings with the college management team. The structure is clear to staff, and managers have detailed job descriptions, including targets which are reviewed annually.

71 Communication has been an area of major improvement in the college. This is confirmed by the 1999 staff survey. The self-assessment report identified communication as a weakness. Inspectors now judge it to be a strength. There are effective channels of communication and staff feel well informed. The management team's common vision and priorities have been communicated effectively. A comprehensive cycle of meetings has been introduced. All meetings in the college now have published terms of reference, membership and circulation lists for minutes. Teams have received a reference set of core policies, procedures and manuals. There is an attractive staff handbook. A 'College Forum' meets termly to receive briefings on key developments and reviews progress in the college. Policies have been reviewed and republished in response to an initiative from the corporation. Arrangements for the management of this process have improved since the last inspection but there remain some issues of document control including the absence of review and issue dates for policies. This was not identified in the self-assessment report.

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72 There is a developing concern for continuous improvement in the college. This has been reinforced by the self-assessment process and the well-prepared action plans of individual teams. The college's management information system provides well-prepared reports and responds effectively to requests for other information. Students' attendance is effectively monitored. The college information system has the full confidence of staff but not all managers take full advantage of the system and its reports. The college has recognised this as a weakness.

73 The strategic plan is a clear and comprehensive document. It has been sharpened by a revision of the mission statement and through the priorities established within it. It is developed through annual operating plans in which responsibility for achieving targets is clearly stated, but not always with a timescale. Staff and governors are involved in the production of the plans which are carefully monitored.

74 Since the last inspection the college has worked hard to establish links with community groups and with businesses. Some training is provided for local businesses at sites outside the college. Community links have been developed in training staff from local voluntary agencies as well as the introduction of an evening programme on two nights a week. New customers comment favourably on the responsiveness of the college in meeting their needs. Marketing generally has matured and local schools say that the college responds appropriately to the needs of their students. The college has built links with higher education providers through the Leicester Progression Accord and, more recently, in planning a higher national certificate in legal studies for a September 1999 start. A senior manager is tasked with maximising income generation in full-time student programmes. However, income generation targets lack sharp time limits.

Conclusions

75 The college's self-assessment report provided a useful basis for planning and carrying out the inspection, although in some curriculum sections there was insufficient detail in the supporting evidence on specific subjects. The report was produced before all the students' achievements for 1998 were known. The inspection team agreed with many of the college's judgements but considered that some strengths and weaknesses were not identified. The grading judgements in the report reflect an appropriate emphasis on the strengths and weaknesses identified. In some areas, the college has made significant progress since the self-assessment and where this was clearly evidenced it was reflected in the better grades awarded by inspectors. Curriculum grades awarded by inspectors were the same in two areas and worse in two areas. Inspectors awarded better grades in three cross-college areas and a worse grade in one. In two areas inspectors found a number of key weaknesses not identified in the self-assessment report.

76 Strengths and weaknesses identified during the inspection are listed under each section of this report. The main strengths and weaknesses are identified in the summary.

College Statistics

Student numbers by age (November 1998)

Age	%
Under 16	0
16-18 years	69
19-24 years	13
25+ years	18
Not known	0
Total	100

Source: college data

Student numbers by level of study (November 1998)

Level of study	%
Foundation	3
Intermediate	28
Advanced	69
Higher education	0
Leisure/recreation (non-schedule 2)	0
Total	100

Source: college data

Student numbers by mode of attendance and curriculum area (November 1998)

Programme area	Full time	Part time	Total provision %
Science	169	35	23
Engineering	69	19	10
Business	124	71	22
Health and community care	56	7	7
Art and design	55	2	6
Humanities	238	42	31
Basic education	8	1	1
Total	719	177	100

Source: college data

Widening participation

Based on a postcode analysis of 1995-96 ISR data, the college recruited 50% of students from disadvantaged areas defined in relation to the Department of the Environment Index of Local Conditions.

Staff expressed as full-time equivalents (November 1998)

	Perm- anent	Fixed term	Casual	Total
Direct learning contact	39	3	0	42
Supporting direct learning contact	7	0	0	7
Other support	17	0	0	17
Total	63	3	0	66

Source: college data, rounded to nearest full-time equivalent

College Statistics

Three-year Trends

Financial data

	1996	1997	1998
Income	£2,243,000	£2,551,000	£2,187,000
Average level of funding (ALF) Out-turn to 1997; funded 1998	£23.00	£19.21	£18.64
Payroll as a proportion of income	67%	62%	66%
Achievement of funding target	100%	124%	93%
Diversity of income	8%	14%	9%
Operating surplus	£56,000	-£16,000	-£129,000

Sources: Income – Council Circulars 97/35 (1996), 98/43 (1997), college (1998)

ALF – Performance Indicators 1996-97 (1996 and 1997), Funding Allocations 1997-98 (1998)

Payroll – Council Circulars 97/35 (1996), 98/43 (1997), college (1998)

Achievement of funding target – Performance Indicators 1996-97 (1996 and 1997), college (1998)

Diversity of income – Council Circulars 97/35 (1996), 98/43 (1997), college (1998)

Operating surplus – Council Circulars 97/35 (1996), 98/43 (1997), college (1998)

Students' achievements data

Level	Retention and pass	Students aged 16 to 18			Students aged 19 or over		
		1995	1996	1997	1995	1996	1997
1	Expected completions	0	0	51	0	0	2
	Retention (%)	n/a	n/a	37	n/a	n/a	100
	Achievement (%)	n/a	n/a	80	n/a	n/a	100
2	Expected completions	895	922	1,315	61	76	67
	Retention (%)	82	70	53	66	46	49
	Achievement (%)	84	99	88	80	97	96
3	Expected completions	–	753	1,152	–	84	250
	Retention (%)	–	84	59	–	70	46
	Achievement (%)	51	73	81	67	69	79
4 or 5	Expected completions	–	0	0	–	0	12
	Retention (%)	–	n/a	n/a	–	n/a	50
	Achievement (%)	n/a	n/a	n/a	n/a	n/a	100
Short courses	Expected completions	0	6	2	0	0	0
	Retention (%)	n/a	100	50	n/a	n/a	n/a
	Achievement (%)	n/a	100	100	n/a	n/a	n/a
Unknown/ unclassified	Expected completions	0	8	34	0	2	8
	Retention (%)	n/a	100	85	n/a	100	100
	Achievement (%)	n/a	100	79	n/a	100	100

Source: ISR

–ISR data not collected

n/a not applicable

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